 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**Teacher’s Name:** Russell Warren **Lesson #: 4** **Facet:** Interpretation  
**Grade Level:** 9&10 **Numbers of Days:** 2 days   
**Topic:** Themes, Color, and The World + *The Great Gatsby*  
  
**PART I:**  
  
**Objectives**  
Students will understand that recurring themes are included to not only instill an idea, but give insight to our and the author's world.  
Students will know what formed Fitzgerald's novel and theory on the 'American Dream'.  
Students will be able to relate the themes of the novel to their own world.  
**Product:**bubbl.us graphic organizer  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Common Core State Standards  
Content Area: English  
Grade Level: 9 & 10  
Domain: Reading - Literature  
Cluster: Integration of Knowledge and Ideas  
Standard #7: Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment.  
**Rationale:**Taking the information learned in Lesson 3 about art critique and thematic representation, the students will be assigned to apply their knowledge to *The Great Gatsby*. Comparing the novel and two film versions, the students will flex their analytical muscles by analyzing two different representations of the same content.  
  
**Assessments**  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
The Prezi project will visualize their understanding and ability to apply analytical thought to pieces of art, signifying what the teacher has to edit during this lesson. The Quick Write blog posts will do the same.  
**Section II – timely feedback for products (self, peer, teacher)**  
- Students will fill out a cumulative rubric where they will evaluate their organizer for content, clarity, and comprehension.  
- Teacher will provide weekly feedback on the blog posts.  
**Summative (Assessment of Learning):**  
bubbl.us After learning the ways to form a clear and informative organizer through various examples, you will create your own graphic organizer comparing and contrasting two separate interpretations of the same content, paying close attention to what is included/missing, what themes are presented and how, and what colors are used. (10/150)  
  
**Integration**  
**Technology:**  
bubbl.us, a website dedicated to making effective graphic organizers, will be used by the students. The service allows them to organize their thoughts and plan out their ideas and realizations in a flexible but organized and clear manner.  
**Content Areas:**  
**English:** The blogger will be continually checked for proper syntax, grammar, and sentence structure. The students will also be directly relating the information learned in the classroom to their daily experiences, showing application and understanding of the material.  
**Film:** A major point of this lesson is making sure the students know what is included in film scenes and why.  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students will use a Venn Diagram to follow along with the initial discussion and viewing of the movie scenes, allowing them to practice for their personally created graphic organizer.   
After students finish their bubbl.us organizer, their organizer and the scenes that coincide with the analysis will be presented around the classroom in a Gallery Walk. Students will be able to move around the class and view other students’ work, providing critique.

**Section II – Groups and Roles for Product**  
The product, the bubbl.us graphic organizer, will be done in groups of three, with one student for the novel scene, one student for the film interpretation, and one for the similarities.  
  
**Differentiated Instruction**  
  
**MI Strategies**  
***Verbal:****There will be a final wrap-up discussion for all students to speak about what they found most important in a specific scene. Students will also express their thoughts in words on worksheets.****Logic:****A graphic organizer will allow students to logically arrange their ideas and a clear, concise manner.****Visual:****We will view the same scene from The Great Gatsby in different representations.****Musical:*** *Era appropriate music will play during the Gallery Walk.****Kinesthetic:****Gallery Walk will allow the students to move about the room and physically see the separation between representations.****Intrapersonal:****Gallery Walk will also involve students working with others to build on ideas and clarify information.****Interpersonal:****Students will self-assess using a checklist, and reflect on their learning in their blog posts.****Naturalist:***  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
  
**Plan for accommodating absent students:**  
I will upload all worksheets and links to the class blog and ask a student that was in class to share their work with the absent student, and urge the students to meet with me / form an email correspondence. In my blog posts will be a review of what occurred in class and links to all pieces of art we viewed, along with an explanation of their importance. They will also have to finish the same Quick Write blog post as the other students, just on a later deadline. All other students’ work will be expected to be uploaded to the class blog as well.  
  
**Extensions**  
  
**Type II technology:**  
Students will use bubbl.us to create a visually appealing and organized graphic organizer. Not only will this be used as a final product, but also it enhances the students’ learning by providing a way to visually organize their thoughts and ideas about a specific topic, rearranging them to their wish. Also, the blogger is based online using the blogger.com website, or whatever blogging site the students are most comfortable with. This digital record allows the students to look back on their work and revise, and also view other students' blog posts and collaborate on the Internet by commenting.  
**Gifted Students:**  
Gifted students will be presented with stronger Quick Write questions to delve into and think critically about, and they will also have the opportunity to use the more in-depth tools provided by bubbl.us to create stronger graphic organizers.  
  
**Materials, Resources and Technology**

Laptops  
Projector

Speakers

Screen  
Venn Diagrams  
Blog prompt worksheets  
  
**Source for Lesson Plan and Research**  
<http://blogger.com/> - Blogger  
<http://edu221spring11class.wikispaces.com/file/view/strategies.pdf> - Decisions, Decisions  
<http://www.sparknotes.com/lit/gatsby/themes.html> - Themes, Motifs, and Symbols in the novel  
<http://www.hrc.utexas.edu/educator/modules/teachingthetwenties/> - Teaching the Twenties

Bubbl.us – graphic organizer creators  
  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*  
  
Room Arrangement: Half of the desks will be pushed to the walls to provide art piece stations. The other half will create a large table in the middle of the room.  
  
Day One: Viewing (80 minutes)

* Second Activity: View the multiple scenes from the 1974 and 2013 presentations, read the scenes from the novel, and have the students fill out their Venn Diagrams while they watch the scenes. Decisions, Decisions activity. (40)
* First Activity: Students should view another scene from either film and write down some notes using any note system you’d like. (20)
* Second Activity: Introduce the students to bubbl.us. Have them begin work on their graphic organizers by using their homework and building on it to produce a rich analysis of the scene. (10)
* Quick Write blog post: What were some striking differences you viewed between the different representations. Why do you think the directors chose what they did? Also list questions, complaints, or any other thoughts you have. (10)

Day Two: Presenting Representations (80 Minutes)

* Opener: Blog synthesis - The teacher, after viewing the blogs, will lead a class discussion on any common points throughout the blogs, paying special attention to highlighting words specific students said (10)
* First Activity: Continue work and finish up graphic organizers. (30)
* Second Activity: Gallery Walk. Have students set up their scenes and organizers around the room. All students will circle around the class, viewing other students’ ideas and commenting and/or constructively critiquing. (30)
* Wrapping up: Discussion about the different opinions among the class. Quick Write blog post – What were some ideas you were surprised by? Did you notice something no one else did? Did you notice something new? Why do directors choose such small details to create meaning? Also list questions, complaints, or any other thoughts you have. (10)

Students understand that different representations fulfill different meanings. For the students to successfully create their own film presentation of a scene from the novel, they must minutely analyze prior presentations from other directors and artists. This lesson will apply their knowledge about the themes from the novel, the choices artists make and their meanings, and their understanding of how to critique a piece of art in a full bodied activity where they will analyze filmic representations of scenes from the novel. After building their thoughts on a teacher-chosen example, the students will pick their own scenes to analyze and produce an organizer that all students will view and comment on.

*Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment*. Students will apply their knowledge that is laid out by the standard in a much more focused manner, analyzing different presentations of the same scene from *The Great Gatsby.*

* If it’s the same content, why did many different directors create their own presentation?
* What is achieved by highlighting different subjects in unique presentations?

**Where, Why, What, Hook, Tailors:**Verbal, Logic, Visual, Musical, Intrapersonal, Interpersonal  
  
Students will know hoe the movie, book, etc. succeed/fail differently in their portrayals. (See content notes). This lesson will be all about how the students can approach artistic representation, and will give them the tools to use when they are assigned to analyze and critique pieces of art. Students will use the Venn Diagrams to follow along with the teacher’s presentation of two different representations, giving them a mental breakdown of how to order and organize their thoughts. The Decisions, Decisions activity will have the students move to either side of the classroom to agree with a certain specific part of a presentation where they’ll have to support their thoughts. A final Quick Write blog post will ask the students various questions about why directors choose to make multiple interpretations of the same content and what is achieved by changing many and little things between different representations.  
**Equip, Explore, Rethink, Tailors:** Verbal, Logic, Visual, Kinesthetic, Intrapersonal, Interpersonal, Naturalist  
  
Students will be able to analyze the usage and choice of theme in representation. To showcase their high knowledge of how theme and color effect representation, students will create a graphic organizer using the online service bubbl.us. Using this service will provide the students with the tools they need to produce a coherent and supported argument about a specific scene, pointing to very specific examples of how a color, or the placement of an object, or the removal of a character, effects the entire scene and a theme of the novel. Using bubbl.us will also provide the students with a resource they can use to enhance their understanding of a specific topic outside of the class, building on their logical and analytical thinking strategies. By utilizing information they learned from the first three lessons, the students should be able to produce in-depth analyses of integral scenes to the films and novel by assessing the use of theme, colors, cultural and societal norms of the time period, the addition and/or removal of specific aspects, among other aspects of high-level critiques.  
**Explore, Experience, Rethink, Revise, Tailors:** Verbal, Logic, Intrapersonal  
  
Part of their blog assignments will include a Quick Write prompt where the students will think back on their knowledge and express any confusion or insights by responding to content questions. Students will have the assignment to read other students' blogs and respond to them as a peer review. Students will also personally grade their own and classmates’ graphic organizers on rubrics that look for content, correctness, and comprehension of the material. Finally, the teacher will provide constant comments and responses to the students' blog posts and present quick syntheses at the beginning of each class.   
  
**Evaluate, Tailors:** Verbal, Logic, Interpersonal  
  
**Content Notes**  
Students will know…..

This entire unit is based on comparing and contrasting different representations of the same material and content, and figuring out what is successful and what isn’t. The first two lessons provided a framework for the rest of the unit, allowing the students to delve into their understanding of the novel and its themes, as well as learning about the lifestyle and culture of the Roaring Twenties and how that affected Fitzgerald’s novel. Using these as scaffolding for the meat of the unit, Lesson 3 will introduce the idea of representation to the students.

This fourth lesson has the students analyzing premade versions of *The Great Gatsby*, comparing scenes from the novel in text form to how they were presented in visual forms. As a class we’ll view scenes from earlier versions of the film from the 50’s and the 70’s, as well as clips from the brand new representation of Baz Lurhmann. There are specific differences between the mediums and within the mediums as well.

The novel, as it has to focus specifically on representing themes through words, uses the characters and their words and actions to get across the themes of decay, disillusionment, and indulgence. The films, however, can focus much more on visually showing these ideas, but the directors also turn the camera a certain way. With the Farrow/Redford version, the director focused much more on the laziness and gaudiness of the time period, and the odd and fierce love from Gatsby to Daisy. In the 2013 version with DiCaprio and Mulligan, we have a movie that focuses much more on the excess and falseness of the people and images of the time period. These choices are important because they affect the way the audience views and understands the content and story of *The Great Gatsby*. This lesson will have the students pick a specific scene from a film adaptation and break it down, focusing on a specific character or theme represented, figure out what the directors’ thoughts are, and show how the director visually showed his opinions.

**Handouts**  
*Venn Diagrams*

*Bubbl.us checklists*  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:*** Students with a clipboard sensibility will be very engaged in this lesson. Throughout the entire lesson students will have to organize their thoughts on multiple different representations of the same content, utilizing multiple graphic organizers. The final product will have them creating their own cohesiveness, understandable graphic organizer.

***Microscope:*** Students will be assigned to think analytically through this lesson. They will be required to investigate the themes and motifs in two different presentations of the same scene, figure out how they affect the images, and come to a conclusion based on the information they discover. Their arguments and ideas will have to be supported by proof through direct images and well-based descriptions.  
  
***Puppy:*** Throughout class discussion, students' feelings and opinions will be supported and the room will foster positivity and creativity. The Gallery Walk will allow all students to be constructively critiqued and give them the opportunity to appreciate other students’ arguments and organizers. The blog synthesis will address specific students and praise them, give constructive criticism, or answer questions, all on a personal basis.  
  
***Beach Ball:*** This activity is based on students’ perception of art, so there will be a lot of back and forth from peer to peer and from student to teacher. The Gallery Walk will also allow students to swiftly and repeatedly move from perception to perception to get a full idea of what they class thinks.  
  
***Rationale:*** Lesson 4 has the students analyzing scenes from the film and analytically comparing them to the novel. Their ideas and arguments must be supported by logical and full-bodied details All students’ opinions are valid, and there will be many as this class makes room for constant discussion.  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:*** The previous night’s blog posts will allow the teacher to decide what they need to focus on more during the instruction. Providing a class synthesis will help the teacher to address certain problems or misconceptions and open the floor to questions and clarifications. Collecting the first blog posts will also allow the teacher to get an idea of what students were able to derive solid information from the initial viewing and who didn’t, allowing the teacher to know who to focus on to help on day two.   
  
***Summative:*** The bubbl.us graphic organizer will be a visual representation of the students’ comprehension of the material and their grasp of how to fully and strongly interpret a scene from a film and compare it to the written content. At the end of the unit, the blog posts will be graded for comprehension, clarity, and completion. As all students' opinions are justifiable, they will not be graded for 'correctness', but their explanation of their thoughts and progress. The Quick Write portions will allow the teacher to grade some of the blog entries in a more objective manner, paying attention to factuality.  
  
***Rationale:*** All of the formative assessments assigned are designed to aid the students in their discovery of the content as well as aid the teacher in understanding what the students are taking from the lesson. The summative assessments bring together their knowledge from this lesson, as well as the two previous, to form an example of their comprehension. The blog posts, as a summative assessment, will allow the teacher to grade for growing content comprehension, linguistic and writing skills, and enhanced application of the subject matter.   
  
***Rationale:***  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
(See Content Notes)  
  
***MLR or CCSS:****Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment*  
Common Core State Standards  
Content Area: English  
Grade Level: 9 & 10  
Domain: Reading - Literature  
Cluster: Integration of Knowledge and Ideas  
  
***Facet:*** Students will be able to judge how choice effects the representation.  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
***Verbal:****There will be a final wrap-up discussion for all students to speak about what they found most important in a specific scene. Students will also express their thoughts in words on worksheets.****Logic:****A graphic organizer will allow students to logically arrange their ideas and a clear, concise manner.****Visual:****We will view the same scene from The Great Gatsby in different representations.****Musical:*** *Era appropriate music will play during the Gallery Walk.****Kinesthetic:****Gallery Walk will allow the students to move about the room and physically see the separation between representations.****Intrapersonal:****Gallery Walk will also involve students working with others to build on ideas and clarify information.****Interpersonal:****Students will self-assess using a checklist, and reflect on their learning in their blog posts.****Naturalist:***  
  
***Type II Technology:***  
bubbl.us graphic organizer  
  
***Rationale:*** Even though this lesson is totally focused on just analyzing scenes from a film and a novel, there are many multiple intelligences addressed through the lesson. Students will have to logically build their ideas and arguments by looking closely at film scenes through a mental magnifying glass. While they work with their peers to develop a critique and work alone to assess their understanding and build their own personal interpretation, the students will also analyze how the music used in the film affects the visual aspects as well. The final activity, the gallery walk, will have the students viewing all of their peers work in an orderly but quick and cyclical fashion.  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:*** The entire lesson will require students to think abstractly on the material and understand the content. The best way to do this is through fun. Students will have the opportunity to create their own unique representations information they learned by creating a Prezi. Student interaction will also be fostered, students having the ability to work with others to discuss ideas and come to conclusions.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** The lesson will utilize the online service bubbl.us to enhance their learning by providing a visual to their understanding. They will use the service to create an in-depth analysis of a representation of a scene from the novel. They can use the group feature of Google Drive to work collaboratively and come to group conclusions together online.